

Presentation Planning

As you and your teammates plan your Classroom Management Presentation, you have a lot to consider. Maine's Standard 3 for teachers is: **"Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation."** Wow. Sounds a lot like Meaningful Engaged Learning. So how will you and your teammates create such an environment as part of your presentation?

In this presentation students will be able to reflect on the things they have learned by posting them to a padlet (using our one-to-one iPads). This learning will be done primarily in groups, so I must admit that individual work is fairly limited. You might find more of this done at Laura's carnival station. There will be team work that will promote positive social interaction and there will also be some team's working against each other that will create a competitive edge. Hopefully, this will teach our learning to be competitive within the limitations of positive social interaction. Our stations, we hope, will be very hands on in an abstract fashion (the stations serve as metaphors). Now that I see the part that says "Your name" and "your team's classroom..." I wonder...was the question at the end of that paragraph rhetorical? If it was, it should be marked as such, and if it's not...could you move it beneath the "your name" bit so I don't have these feelings of self-doubt? ☹

Though your planning is as a group, please answer these questions on your own with your personal opinions and perceptions of your team's plan.

Your name: Nicholas Lacasse

Your team's Classroom Management topic: Teacher Prep

3.1 What do you plan to do in both your planning and in your actual presentation that will insure that your learning environment is safe and respectful?

When bouncing around ideas we questioned what would be safe and what wouldn't be (fortunately, the things we had in mind were pretty safe so we didn't need to change much). I think the activities we have planned won't require much discussion of how to keep it safe and respectful, with the exception of my stations where there is a bit of a competitive edge to it. Students might also get out of hand at Laura's station.

3.1 What have you planned that will encourage positive social interaction?

There will be teamwork at Kelci's station, a good competitive sense at Laura's station, and also a mix of teamwork and competition at my own station (team's working against each other). This will cover many different kinds of social interaction and we, as presenters, will help facilitate a positive environment.

3.2 Describe what you feel is the most engaging portion of your presentation where students will be working/thinking individually and tell why it is so engaging in terms

of student thinking and student involvement with the content you are teaching / presenting.

I'm really not sure what will be the most engaging part. I think all three of the stations we've come up with will be fairly engaging and keep people interested. They will mostly be absorbing the content in groups, and whenever something strikes them we want them to post on padlet something that they've learned. We will use it to facilitate our discussion at the end of class.

3.2 Describe what you feel is the most engaging portion of your presentation where students will be working collaboratively and tell why it is so engaging in terms of student thinking and student involvement with the content you are teaching / presenting.

I think what will be most engaging is the metaphorical activity at my station. People will be asked questions relating to knowing your resources. If they answer it correctly they get some build time to build their tower. The goal is to have a tower higher than your opponents. While I want that activity to engage my learners into the content, I need to make sure we take time to talk about the ideas. We can more specifically address this during our discussion portion where we give the whole audience time to go back and we can talk about the main ideas of our chapter now that they've all been introduced to these ideas.

3.3 List some of the individual learning activities you have planned. When your "students" are working individually, how will you encourage them to be self-directed?

They only time they work individually is debatably at Laura's station and also with their iPad when they're posting things onto the padlet wall. Throughout our presentation they will be encouraged to write their thoughts onto the padlet wall which we can reference during the discussion.

3.3 List some of the collaborative / cooperative / team learning activities you have planned. When your "students" are working collaboratively, how will you encourage them to be self-directed while contributing equally to the group?

Students will work collaboratively at Kelci's station through the game, and building their understanding of her chapter's content. Students will also be working collaboratively (in teams of 2) at my station for the metaphorical tower building activity and to answer the trivia questions.